



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)
ID: 12901845
District: Great Salt Bay CSD
School: Great Salt Bay Community Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

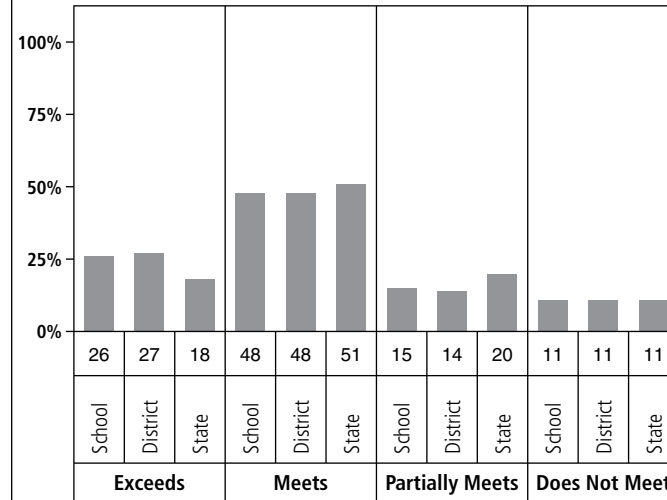
SUMMARY OF SCORES

Date: March 2007
Grade: 7
District: Great Salt Bay CSD
School: Great Salt Bay Community Sch

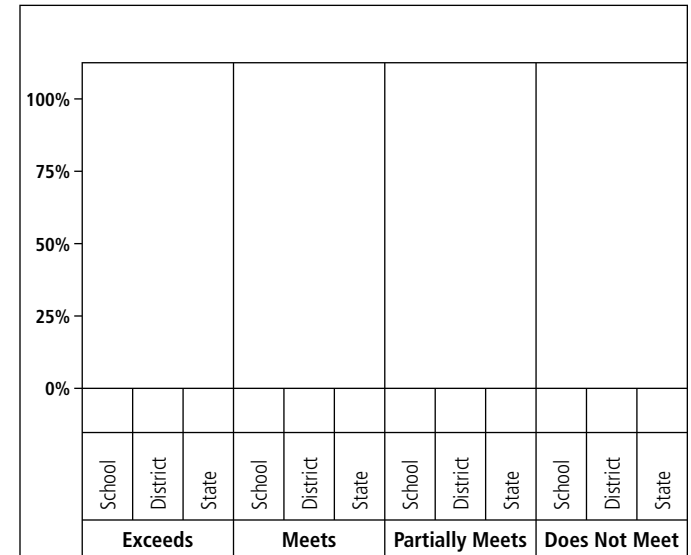
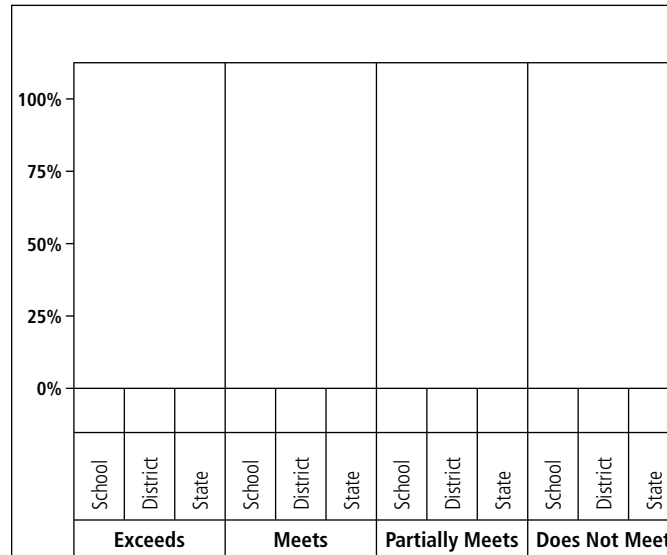
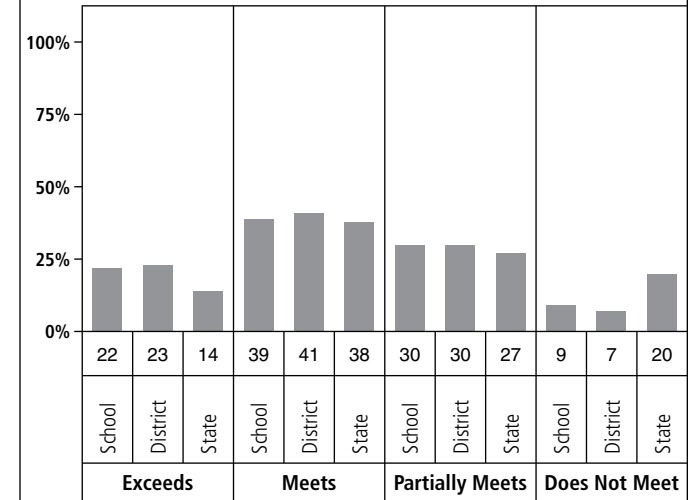
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	743 752 747	743 753 747	745 748 746
Mathematics 2005–2006 2006–2007 Cum. Avg. *	736 747 741	736 748 741	740 742 741

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 7
 District: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		47	100	46	100	15234	100	47	100	46	100	15076	99	47	100	46	100	15071	99												
Ethnicity	African American	0	0	0	0	356	2	0	0	0	0	348	98	0	0	0	0	348	98												
	American Indian/Native Alaskan	0	0	0	0	112	1	0	0	0	0	112	100	0	0	0	0	111	99												
	Asian/Pacific Islander	0	0	0	0	182	1	0	0	0	0	179	99	0	0	0	0	179	99												
	Hispanic	0	0	0	0	138	1	0	0	0	0	133	98	0	0	0	0	133	98												
	White	47	100	46	100	14440	95	47	100	46	100	14303	99	47	100	46	100	14299	99												
	Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		11	23	11	24	2525	17	11	100	11	100	2469	98	11	100	11	100	2465	98												
Current LEP		0	0	0	0	277	2	0	0	0	0	269	99	0	0	0	0	270	99												
Economically disadvantaged		15	32	14	30	5501	36	15	100	14	100	5424	99	15	100	14	100	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	60	28	61	12557	82	29	62	29	63	12580	83												
Identified disability (PET/IEP)	1	4	1	4	424	3	2	7	2	7	448	4												
LEP	0	0	0	0	128	1	0	0	0	0	130	1												
504 plan	0	0	0	0	160	1	0	0	0	0	161	1												
Participation with accommodations	18	38	16	35	2298	15	17	36	15	33	2282	15												
Identified disability (PET/IEP)	9	50	8	50	1845	80	8	47	7	47	1817	80												
LEP	0	0	0	0	122	5	0	0	0	0	133	6												
504 plan	0	0	0	0	54	2	0	0	0	0	53	2												
Other	9	50	8	50	296	13	9	53	8	53	298	13												
Participation through alternate assessment (PAAP)	1	2	2	4	209	1	1	2	2	4	209	1												
Identified disability (PET/IEP)	1	100	2	100	200	96	1	100	2	100	200	96												
LEP	0	0	0	0	7	3	0	0	0	0	7	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	12	0																		
Approved non-participation – special consideration	0	0	0	0	30	0	0	0	0	0	30	0												
Non-participation – other	0	0	0	0	128	1	0	0	0	0	133	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
 Grade: 7
 District: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006 2006-2007 Cum. Avg.	3 12 8	5 26 15	3 12 8	5 27 16	1769 2630 2200	11 18 15
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006 2006-2007 Cum. Avg.	32 22 27	53 48 50	29 21 25	51 48 49	7521 7605 7563	49 51 50
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006 2006-2007 Cum. Avg.	16 7 12	27 15 22	16 6 11	28 14 22	3773 3000 3387	24 20 22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006 2006-2007 Cum. Avg.	9 5 7	15 11 13	9 5 7	16 11 14	2399 1620 2010	16 11 13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	38.2	68.2	38.5	68.8	36.0	64.3
Literary Text	24	43	17.1	71.3	17.1	71.3	15.4	64.2
Informational Text	32	57	21.2	66.3	21.4	66.9	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	12	26	22	48	7	15	5	11	752	44	27	48	14	11	753	14855	18	51	20	11	748
Ethnicity																						
African American	0										0						335	7	40	22	30	738
American Indian/Native Alaskan	0										0						112	10	38	24	28	740
Asian/Pacific Islander	0										0						175	25	46	17	12	750
Hispanic	0										0						126	17	43	22	18	745
White	46	12	26	22	48	7	15	5	11	752	44	27	48	14	11	753	14106	18	52	20	10	749
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	2	20	4	40	4	40	734	9	0	22	33	44	733	2269	2	25	34	39	734
No	36	12	33	20	56	3	8	1	3	757	35	34	54	9	3	758	12586	20	56	18	6	751
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						246	3	29	28	40	733
Economically disadvantaged																						
Yes	15	4	27	8	53	1	7	2	13	751	14	29	50	7	14	752	5279	9	46	27	18	743
No	31	8	26	14	45	6	19	3	10	753	30	27	47	17	10	753	9576	23	54	16	7	751
Migrant																						
Yes	0										0						10	10	50	10	30	743
No	46	12	26	22	48	7	15	5	11	752	44	27	48	14	11	753	14845	18	51	20	11	748
Gender																						
Female	16	8	50	5	31	1	6	2	13	758	15	53	27	7	13	759	7214	24	52	17	7	751
Male	30	4	13	17	57	6	20	3	10	749	29	14	59	17	10	750	7640	12	51	23	14	745
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						919	7	39	34	20	741
No	46	12	26	22	48	7	15	5	11	752	44	27	48	14	11	753	13936	18	52	19	10	749
Gifted/talented program																						
Yes	4										4						522	62	36	2	0	764
No	42	10	24	20	48	7	17	5	12	751	40	25	48	15	13	752	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 7
 District: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	8	39	25	27	740
B. less than one hour	54	6	24	11	44	5	20	3	12	750	52	26	43	17	13	750	49	17	51	21	11	748
C. one to two hours	43	6	30	10	50	2	10	2	10	756	45	30	50	10	10	756	40	20	54	18	7	751
D. more than two hours	2	0	0	1	100	0	0	0	0	760	2	0	100	0	0	760	5	17	46	22	14	747
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	4	24	8	47	4	24	1	6	753	36	25	44	25	6	754	35	24	56	14	6	752
B. They match some of what I have learned.	50	6	26	14	61	1	4	2	9	754	52	26	61	4	9	754	51	16	52	22	10	748
C. They match just a little of what I have learned.	13	2	33	0	0	2	33	2	33	744	11	40	0	20	40	744	11	10	42	27	22	742
D. There is no match.	0										0						3	6	29	30	35	736
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	6	55	5	45	0	0	0	0	767	26	55	45	0	0	767	27	33	52	10	5	755
B. good	49	5	23	10	45	5	23	2	9	751	49	24	43	24	10	751	52	15	55	21	9	748
C. fair	22	1	10	5	50	1	10	3	30	741	23	10	50	10	30	741	19	4	43	32	21	741
D. poor	4	0	0	1	50	1	50	0	0	743	2	0	100	0	0	746	2	3	31	34	32	735
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	2	29	1	14	4	57	732	14	0	33	0	67	731	15	12	43	23	22	743
B. about the same as my regular schoolwork	57	5	19	15	58	5	19	1	4	753	59	19	58	19	4	753	64	18	53	20	9	749
C. easier than my regular schoolwork	28	7	54	5	38	1	8	0	0	762	27	58	33	8	0	764	21	20	53	19	8	750
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	1	25	1	25	2	50	733	7	0	33	0	67	730	8	5	30	29	36	736
B. Most of the passages were about the same as what I normally read.	35	2	13	8	50	4	25	2	13	745	36	13	50	25	13	745	53	13	52	24	11	747
C. Most of the passages were easier than what I normally read.	57	10	38	13	50	2	8	1	4	760	57	40	48	8	4	761	40	26	56	13	5	753
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	37	5	29	7	41	2	12	3	18	752	39	29	41	12	18	752	44	18	51	20	10	748
B. I tried about the same as I do on my regular schoolwork.	61	6	21	15	54	5	18	2	7	752	59	23	54	15	8	753	52	19	53	19	9	749
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	100	0	0	0	0	0	0	780	2	100	0	0	0	780	4	6	40	25	28	740
How much time do you spend reading at home each day?																						
A. more than one hour	20	2	22	7	78	0	0	0	0	758	20	22	78	0	0	758	17	25	53	13	8	752
B. 20 minutes to an hour	46	9	43	7	33	3	14	2	10	758	45	45	30	15	10	758	45	21	53	18	8	751
C. less than 20 minutes	17	0	0	4	50	2	25	2	25	742	18	0	50	25	25	742	14	16	50	21	13	747
D. I rarely read at home.	17	1	13	4	50	2	25	1	13	742	16	14	57	14	14	743	24	7	48	28	17	743
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 7
District: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	3	5	3	5	1646	11
	2006-2007	10	22	10	23	2142	14
	Cum. Avg.	7	13	7	14	1894	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	19	32	18	32	5497	36
	2006-2007	18	39	18	41	5642	38
	Cum. Avg.	19	35	18	35	5570	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	20	33	19	33	4514	29
	2006-2007	14	30	13	30	4077	27
	Cum. Avg.	17	31	16	31	4296	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	18	30	17	30	3797	25
	2006-2007	4	9	3	7	3001	20
	Cum. Avg.	11	20	10	20	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.2	51.3	8.5	53.1	7.5	46.9
Cluster 2: Shape and Size	14	25	8.5	60.7	8.6	61.4	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	4.5	56.3	4.6	57.5	3.9	48.8
Cluster 4: Patterns	18	32	10.5	58.3	10.7	59.4	9.4	52.2

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	10	22	18	39	14	30	4	9	747	44	23	41	30	7	748	14862	14	38	27	20	742
Ethnicity																						
African American	0										0						342	2	28	25	45	729
American Indian/Native Alaskan	0										0						111	6	25	30	39	734
Asian/Pacific Islander	0										0						177	26	42	16	15	748
Hispanic	0										0						129	12	26	33	28	737
White	46	10	22	18	39	14	30	4	9	747	44	23	41	30	7	748	14102	15	38	28	19	742
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	2	20	6	60	2	20	732	9	0	22	56	22	732	2265	3	14	27	56	725
No	36	10	28	16	44	8	22	2	6	751	35	29	46	23	3	753	12597	17	42	27	14	745
Limited English proficient students																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	0										0						249	6	24	19	51	728
Economically disadvantaged																						
Yes	15	4	27	3	20	5	33	3	20	743	14	29	21	36	14	745	5282	6	30	31	32	735
No	31	6	19	15	48	9	29	1	3	749	30	20	50	27	3	750	9580	19	42	25	14	746
Migrant																						
Yes	0										0						10	0	50	20	30	734
No	46	10	22	18	39	14	30	4	9	747	44	23	41	30	7	748	14852	14	38	27	20	742
Gender																						
Female	16	3	19	4	25	6	38	3	19	741	15	20	27	40	13	743	7225	14	38	28	20	742
Male	30	7	23	14	47	8	27	1	3	750	29	24	48	24	3	751	7636	15	37	27	21	742
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						921	5	22	35	37	732
No	46	10	22	18	39	14	30	4	9	747	44	23	41	30	7	748	13941	15	39	27	19	743
Gifted/talented program																						
Yes	4										4						522	68	29	3	0	765
No	42	7	17	17	40	14	33	4	10	745	40	18	43	33	8	746	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 7
 District: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										District						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%			
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 54 43 2									744 751 750	0 52 45 2					746 751 750	6 49 40 5	8 14 16 14	26 38 40 34	29 27 28 26	37 20 16 26	733 742 744 740	
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 63 4 0									747 747 751	32 64 5 0					750 748 751	29 51 17 4	24 12 6 8	40 41 32 15	22 29 32 26	14 18 29 52	747 742 736 728	
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	38 47 16 0									756 742 740	37 47 16 0					757 744 740	23 47 25 5	36 11 3 1	40 45 28 17	14 28 38 37	10 16 31 45	753 743 734 728	
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	33 48 20									743 744 762	32 48 20					744 746 762	41 49 9	8 15 41	37 41 31	32 26 15	23 18 13	739 743 753	
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	33 61 7									743 747 766	34 59 7					743 749 766	47 48 5	13 17 11	39 39 25	28 27 28	20 18 36	742 743 735	
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	2 9 39 50									742 755 749 744	2 9 41 48					742 755 749 747	9 21 39 31	12 13 17 13	37 39 40 35	28 28 27 28	23 19 16 24	740 742 745 740	
Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	59 37 2 2									746 751 764 708	59 36 2 2					746 754 764 708	19 37 20 24	18 15 13 13	37 38 42 37	25 29 27 29	20 19 18 22	743 742 743 741	
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	2 54 43 0									750 740 756	2 52 45 0					750 741 756	9 43 37 11	10 14 17 13	32 37 41 41	30 29 26 27	28 21 17 20	737 742 744 742	
Optional school/district question A. B. C. D.	0 0 0 0										0 0 0 0												